

## Edisto Beach Elementary

42 Station Court

Edisto Beach, South Carolina 29488

**Grades** K-6 Elementary School

**Enrollment** 45 Students

**Principal** Bob S. Pence 843-869-3542

**Superintendent** Charles W. Gale Jr. 843-549-5611

**Board Chair** Mr. Miles Crosby 843-549-5715

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
18	2	0	0	0

### IMPROVEMENT RATING

EXCELLENT

### ADEQUATE YEARLY PROGRESS

YES

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Average	N/A
<b>2003</b>	Excellent	Excellent	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Excellent	Excellent	Yes

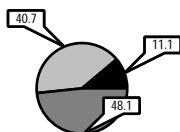
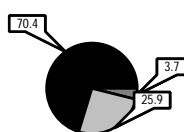
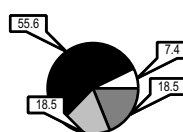
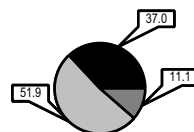
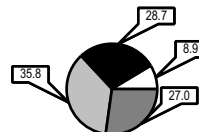
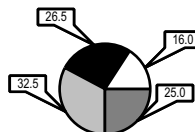
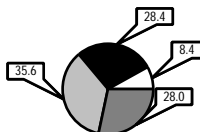
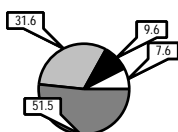
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	28	100.0	0.0	40.7	48.1	11.1	85.2	Yes	Yes
<b>Gender</b>									
Male	19	100.0	0.0	52.6	36.8	10.5	78.9		
Female	9	100.0	I/S	I/S	I/S	I/S	I/S		
<b>Racial/Ethnic Group</b>									
White	26	100.0	0.0	44.0	44.0	12.0	84.0	I/S	I/S
African American	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	26	100.0	0.0	40.0	48.0	12.0	84.0		
Disabled	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	28	100.0	0.0	40.7	48.1	11.1	85.2		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	28	100.0	0.0	40.7	48.1	11.1	85.2		
<b>Socio-Economic Status</b>									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	28	100.0	0.0	40.7	48.1	11.1	85.2		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	28	100.0	0.0	25.9	3.7	70.4	85.2	Yes	Yes
<b>Gender</b>									
Male	19	100.0	0.0	21.1	5.3	73.7	89.5		
Female	9	100.0	I/S	I/S	I/S	I/S	I/S		
<b>Racial/Ethnic Group</b>									
White	26	100.0	0.0	28.0	4.0	68.0	84.0	I/S	I/S
African American	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	26	100.0	0.0	24.0	4.0	72.0	88.0		
Disabled	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	28	100.0	0.0	25.9	3.7	70.4	85.2		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	28	100.0	0.0	25.9	3.7	70.4	85.2		
<b>Socio-Economic Status</b>									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	28	100.0	0.0	25.9	3.7	70.4	85.2		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	28	100.0	7.4	18.5	18.5	55.6	74.1
<b>Gender</b>							
Male	19	100.0	10.5	10.5	21.1	57.9	78.9
Female	9	100.0	I/S	I/S	I/S	I/S	I/S
<b>Racial/Ethnic Group</b>							
White	26	100.0	8.0	20.0	20.0	52.0	72.0
African American	2	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	26	100.0	4.0	20.0	20.0	56.0	76.0
Disabled	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	28	100.0	7.4	18.5	18.5	55.6	74.1
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	28	100.0	7.4	18.5	18.5	55.6	74.1
<b>Socio-Economic Status</b>							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	28	100.0	7.4	18.5	18.5	55.6	74.1

<b>Social Studies</b>							
All Students	28	100.0	0.0	51.9	11.1	37.0	48.1
<b>Gender</b>							
Male	19	100.0	0.0	52.6	15.8	31.6	47.4
Female	9	100.0	I/S	I/S	I/S	I/S	I/S
<b>Racial/Ethnic Group</b>							
White	26	100.0	0.0	56.0	8.0	36.0	44.0
African American	2	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	26	100.0	0.0	52.0	12.0	36.0	48.0
Disabled	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	28	100.0	0.0	51.9	11.1	37.0	48.1
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	28	100.0	0.0	51.9	11.1	37.0	48.1
<b>Socio-Economic Status</b>							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	28	100.0	0.0	51.9	11.1	37.0	48.1

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	8	100.0	N/A	N/A	N/A	N/A	N/A
	4	8	100.0	N/A	N/A	N/A	N/A	N/A
	5	5	100.0	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	6	100.0	I/S	I/S	I/S	I/S	I/S
	4	9	100.0	I/S	I/S	I/S	I/S	I/S
	5	8	100.0	I/S	I/S	I/S	I/S	I/S
	6	5	100.0	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	8	100.0	N/A	N/A	N/A	N/A	N/A
	4	8	100.0	N/A	N/A	N/A	N/A	N/A
	5	5	100.0	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	6	100.0	I/S	I/S	I/S	I/S	I/S
	4	9	100.0	I/S	I/S	I/S	I/S	I/S
	5	8	100.0	I/S	I/S	I/S	I/S	I/S
	6	5	100.0	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	6	100.0	I/S	I/S	I/S	I/S	I/S
	4	9	100.0	I/S	I/S	I/S	I/S	I/S
	5	8	100.0	I/S	I/S	I/S	I/S	I/S
	6	5	100.0	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	6	100.0	I/S	I/S	I/S	I/S	I/S
	4	9	100.0	I/S	I/S	I/S	I/S	I/S
	5	8	100.0	I/S	I/S	I/S	I/S	I/S
	6	5	100.0	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 45)</b>				
First graders who attended full-day kindergarten	100.0%	No change	96.8%	100.0%
Retention rate	2.2%	Down from 2.4%	1.6%	3.0%
Attendance rate	95.4%	Down from 96.7%	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	1.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	1.1%	3.2%
Eligible for gifted and talented	32.1%	Down from 61.9%	30.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	0.0%	No change	5.8%	8.2%
Older than usual for grade	0.0%	No change	0.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 5)</b>				
Teachers with advanced degrees	60.0%	No change	60.0%	52.6%
Continuing contract teachers	100.0%	No change	88.3%	83.3%
Highly qualified teachers	100.0%	No change	93.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	75.0%	Up from 66.7%	88.8%	87.0%
Teacher attendance rate	96.5%	Up from 95.3%	95.6%	95.0%
Average teacher salary	\$47,442	Up 15.8%	\$44,158	\$41,703
Prof. development days/teacher	5.9 days	Down from 9.4 days	13.7 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	3.3	4.0
Student-teacher ratio in core subjects	9.4 to 1	Down from 11.0 to 1	20.2 to 1	18.8 to 1
Prime instructional time	91.3%	Down from 91.4%	91.0%	89.8%
Dollars spent per pupil*	\$7,757	Down 11.3%	\$6,318	\$6,242
Percent of expenditures for teacher salaries*	58.0%	Down from 70.4%	67.0%	65.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Below Average	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	100.0%		89.4%	
Highly qualified teachers in high poverty schools	91.2%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Edisto Beach Elementary, a unique K-6 learning environment, has academic excellence and social responsibility as its goals. Outstanding student academic performance earned the school its third consecutive Palmetto Gold Award. One of our sixth graders finished second in the regional spelling bee. This topped her third place finish the previous year. Five students placed in the county science fair. Also, our students maintained the butterfly garden developed through a grant from the 2003-2004 year.

Because of our multi-grade classes, departmentalized teaching assignments in grades 2-6 enhanced effective classroom instruction. Our computer lab supplemented academics and improved student computer skills. In the 2005-2006 school year, we plan to utilize a computer program that will manage and track student academic performance.

The PTO continues to assist in addressing the needs of the school. Their goals for 2005-06 are to aid with the purchase of computer software and support enrichment programs such as a foreign language class. The contributions of our strong PTO program and their high expectations encourage excellence among students and staff.

During the 2004-05 school year, special interest clubs such as guitar, photography, shag & line dances, nature, casting nets, crafts, and art were started. The community's enthusiastic support of the school made this possible. We thank these volunteers for sharing their talents!

In order to give back to the community, our students made Valentine Boxes for the boys and girls at York Place, a youth home, as a service-learning project. To express our appreciation, EBE teachers baked cookies for the home's staff. Students also participated in a Math-A-Thon to raise money for the St. Jude Children's Hospital.

Our goals for the 2005-06 academic year are to provide the educational and leadership experience that will enhance our students academic accomplishments and good citizenship.

Prepared by:  
Bob Pence, Principal  
Mellie Rogers, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	4	8	8
Percent satisfied with learning environment	I/S	I/S	I/S
Percent satisfied with social and physical environment	I/S	I/S	I/S
Percent satisfied with school-home relations	I/S	I/S	I/S

\*Only students at the highest elementary school grade level at this school and their parents were included.